CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

Writing ability

According to Bello (1997), writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class.

There are four basic skills of the English language learning, i.e. listening, speaking, reading, writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

There are some definitions of writing stated by experts. According to Nunan (2003: 88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of commiting words or ideas to some medium. On the other

hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

Furthermore, writing can be improved by learning through repetition. If the teachers would beaware of the writing process, this would help in teaching appropriate strategies and that would alsoimprove the writing abilities of students in education environment (Oberman and Kapka, 2001).

Accordingly, studies conducted in Karachi at primary level shared the view that young students are lack of writing skills and the teachers do not seem to using a proper writing process too. Therefore, thisstudy aimed at describing the difficulties pertaining to composition writing and strategies to developwriting abilities of the students to write creatively.

Mainly, there are five stages of writing process, any stage can be skipped and returned to later. Theseare: Prewriting, Drafting, Revising, Editing and Publishing. Learning the writing process is importantfor the

students as it enables students to express their thoughts, knowledge and feelings efficiently.The more the students learn the writing process, the more they will be able to express themselvesefficiently (Casewell, 2008; Ozbell, 2006 & Smith, 2005).

2.1.1 Writing in the English Curriculum of Indonesia school

According to Syafi'i (2014) a writer will strive hard to perform the product of his writing in a good performance in all aspects of writing such as content, organization, vocabulary, languange use, and mechanics. The students problems may be caused by the students itself, like block minded,lack of vocabulary, incorrect grammar, etc. It also may be caused by unnappropriate strategy applied by teacher in teaching writing.

In the fact, based on the writer's observation in a junior high school in Pekanbaru, the writer identified students' problem related to English writing. The main problem happened in this case that the students can not create their word into written text, and also the students still don't understand how to write well and what should they write, because some of students feel difficult to create their word in a good text.

Junior High School 32 Pekanbaru is one of the educational institutions that uses School Based Curriculum (KTSP) in the process of teaching and learning. Junior High School 32 Pekanbaru is one of the schools in Riau Province. As a formal educational institution this Junior High School also present lessons to students, especially Writing Ability. Based on school

based curriculum of Junior High School 32 Pekanbaru there are some basic competences for eighth grade students in Writing Ability:

1. Some of students are able to know vocabulary and identify meaning of words in the text..

2. Some of students are able to identify the vocabulary in the text.

3. Some of students are able to write the word and the meaning

Based on preliminary study of researcher on Junior High School 32 Pekanbaru that some students are still confront the problems and difficult in English, especially on writing ability. Their ability in writing is still very far from the expectation of curriculum (KKM) which is 75. Researcher found some phenomena, the students were not able to writing the words or sentences, some of students had lack of vocabulary and some of students difficulties to get the key point of the text. The students still can not get the match word. However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write; the term *expressive vocabulary* is used to refer to both since these are the vocabularies we use to express ourselves.

2.1.2 The pedagogy for teaching writing skill

According to Brookes and Marshall (2004) imagination and originality are valued more than thestandardization of thought and truthfulness while characterising creative writing. While assessing thestudent

for creative writing, they are given space to fabricate the content. The main purpose is alwaysto evaluate their creative writing and cognitive skills.In order for the students to write creatively, it isessential that their thoughts should not be restricted in any way (Sharples, 1996). Planning,organization and discovery of thought are prerequisites for creative writing. If the students arerestrained they will not be able to maintain the originality of their work and the creativity might becompromised as well (Rechards, 1990).The most appropriate variety on study is narration, speaking in terms of creative writing (Basaran,2007). He further elaborates that this genre encompasses the factual and fictional text created by thestudents.In order to motivate the students to engage in creative writing exercises the facilitator shouldprovide sufficient opportunities to the students to involve themselves in high order thinking and aregular habit of reading (Kucuk, 2007).Recently, it has been observed that researchers in language learning area are intensely interested in thearea of learning strategies. According to Bajarano et al (1997), small group helps the students todevice their own learning strategies. Even after this point had been established, a small number ofresearchers looked into the effectiveness of these learning strategies- one of which was brainstormingin the field of teaching creative skills such as writing (Zagreb 1987).

Tompkins (2004) says that writing process resembles a road map, through this the students, actionsand thoughts can be monitored right from the beginning till the end. He further says that a stage fromthis process can be skipped and reached to later on but cannot be skipped altogether. In order to

makethe students think creatively, they should be given opportunity to see world through windows andobserve it and they can write creatively without any fear.

All the educational schools place great importance on writing. Whilst teaching, the teachers often findthat some students are able to articulate their thoughts quite well while the others are not. This ismainly because writing is a skill that some students are more proficient in than others. As we all know,writing is an important skill especially in settings where English is taught as a foreign language. Inclasses where students are required to master certain genres of writing, the importance of writing as askill is highlighted (hun & O Donnell, 1970).

It becomes vital for the teachers in the educational settings to pay concerntration on the growing needsof the students, their parents' expectations from their children to write in English and the requirementof the schools. Hence, this study was established with an aim of enhancing the creativ writing skills

2.1.3 Assessment of students' writing ability

In giving the students' writing a descriptive text, the writer use the Brown(2010) scoring rubrics adopted by English teacher of Junior High School32 Pekanbaru. The rating scale table can be seen as follow :

Table 2.1

The Rubrics of Writing Descriptive Assessment

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the detail are relating to the topic.	3x
	3	The topic is complete and clear but the detail are almost relating to the topic.	
	2	The topic is complete and clear but the detail are not relating to the topic.	
	1	The topic is not clear and the details are not related to the topic.	
Organization (O) 20% - Identification - Description	4	Identifications is complete and description are arranged with proper connectives.	2x
	3	Identifications is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identifications is not complete and descriptions are arrange with misuse of connectives.	
	1	Identifications is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G)	4	Very few grammatical or agreement inaccuracies.	2x

20% - Use present tense - Agreement	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1,5x
	3	Few misused of vocabularies, word form but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of word, word form and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1,5%
	3	It has occasional error of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization.	
	1	It is dominated by errors of spelling punctuation and capitalization.	

(Adapted from Brown 2010)

Descriptive Writing Rubric

Focus/Organization	35
• The description fulfills its	

purpose by presenting a clear and complete picture. • The description is appropriate for its intended audience. • The details are presented in a recognizable and appropriate order.	
Elaboration/Support/Style • Sensory details and exact words are used. • The details are sufficient and appropriate. •Transition words are used effectively.	35
Grammar, Usage, and Mechanics • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the description is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format.	30

(Adapted from The McGraw-Hill Companies)

According to Cambridge English Language Assessment (2014), The Writing

Examiners award marks using a Writing Assessment Scale which was developed with

explicit reference to the Common European Framework of Reference for Languages

(CEFR). It covers all the levels of the Cambridge English exams and is divided into four

subscales:

- **Content**

  This focuses on how well the candidate has fulfilled the task, in other words, if they have done what they were asked to do.

- **Communicative Achievement**

  This focuses on how appropriate the writing is for the task, and whether the candidate has used the appropriate register.

- **Organisation**

  This focuses on the way the candidate puts together the piece of writing, in other words, if it is logical and ordered.

- **Language**

  This focuses on vocabulary and grammar. It includes the range of language as well as how accurate it is.

Based on the three references above, i choose Brown to be writing descriptive assessment .

2.2 Writing Descriptive Texts

Descriptive text is giving vivid detail of how something or some one looks .Gerrot and Wignell (1994) define thatdescriptive text is the text that gives information and describes a particular person, place or thing. They also tell about the generic structure of descriptive text, there are two parts in descriptive text: first identification ,It is to identify phenomenon to be described. In this part the writer identifies and gives some information about the ideas or the object that will be described.

In addition Wishon (1980) states description gives sense impression the feel, sound, taste smell, and look of things. Moreover Kane(2000) states that description deals with perceptions-most commonly visual perceptions.

In line with above paragraph, descriptive text can conclude that a text which the characteristics of something. The features of descriptive text are social function and generic structures. Social function is purpose of why the writer writes the text. Second, generic structure is organizational structure of the text.

a. Social Functional of Descriptive Text

According to Zahrowi (2009) descriptive writing or text is usually also used help writer develop an aspect of their work. To complete our intention, here are the characteristics based on descriptive writing or text, below; As a feature, description is a style of writing which can be useful for other variety of purposes as :

- To engage a readers attention

- To create characters

- To set a mood or create an atmosphere

- To being writing to life

b. Generic structure of descriptive text

1. Identification

It is a part of paragraph which introduces or identifies the character.

2. Description

It is a part of paragraph which describes the character.

c. Language Features of Descriptive Text

1. Using present tense

2. Using action verbs

3. Using passive voice

4. Using noun phrase

5. Using adverbial phrase

6. Using technical terms

2.3 Using Synectics Strategy for Teaching Writing Skill

Synectics strategy is one of the most effective strategies that can be applied in English classrooms. Synectics were based on a simple concept for problem solving and creative thinking - you need to generate ideas, and you need to evaluate ideas. Although designed as a direct stimulus to creative thought, Synectics has the side effect of promoting collaborative work and study critical thinking skills and a felling of camaraderie among the students. Synectics is founded on thousands of hours of group process and group problem solving and decision making observation (Nolan, 1989).

Synectics is one of several techniques used to enhance brainstorming by taking a more active role and introducing metaphor and structure into the process *(Gordon, 1961)*. In the following, synectics technique is defined in an applicative and practical manner. Addressing new applicative structures of teaching techniques allows instructors to get empirically and practically acquainted with

different techniques of teaching and makes the classroom more dynamic and more active through modeling and simulation.

Synectics (Gordon, 1961) is an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor. The approach, which is often used by groups, can help students develop creative responses to problem solving, to retain new information, to assist in generating writing, and to explore social and disciplinary problems. It helps users break existing minds sets and internalize abstract concepts. Synectics can be used with all ages and works well with those who withdraw from traditional methods (Couch, 1993). Teacher-facilitators can use synectics in the classroom by leading students to:

1. **Describe the Topic:** The facilitator selects a word or topic then asks students to describe the topic, either in small group discussions or by individually writing a paragraph; e.g., MUSIC.

2. **Create Direct Analogies:** The facilitator selects another word or topic then asks the students to generate a list that would have the same characteristics as those words or phrases listed in Step 1 (a direct analogy is set up to make comparisons between the two words, images, or concepts). How are MUSIC and BIAS alike? Ask them to generate vivid mental images. Mental images are powerful tools in the process.

3. **Describe Personal Analogies:** Have students select one of the direct analogies and create personal analogies. Students "become" the object they

choose and then describe what it feels like to be that object. How would it feel to be music that is biased?

4. **Identify Compressed Conflicts:** Ask the students to pair words from the list generated in Step 3 which seem to fight each other. Always have the students explain why they chose the words which conflict. Then have the students choose one by voting. How are auditory symbolism and personal inclination different?

5. **Create a New Direct Analogy:** With the compressed conflict pair voted upon by the students, ask them to create a different direct analogy by selecting something that is described by the paired words. How are auditory symbolism and personal inclination like a painting, poem, movie, political party, etc.?

6. **Reexamine the Original Topic:** Return to the original idea or problem so that the student may produce a product or description that utilizes the ideas generated in the process. They may concentrate on the final analogy or use analogies created in the other four steps (Gunter, et al., 1990).

For the same thing just different try the following. For best results go through each step, then put it away for a while, then go through the next step. Don't look at any list until you get to the last step, redefine.

a. Use the dictionary to fully **define** the word(s).

Generate a list of words or topics that:

b. are **similar** to the original word(s);

c. describe what it would **feel like** to be the original word(s);

    d.   are **opposite** to the original words(s);

    e.   Once again, are **similar** to the original word(s).

    f.   Look at each list and find words that help you **redefine** the direction of your quest.

Likewise, researchers Moeschl and Costello (1988) affirm that student writing as well asattitudes towards writing benefits from the use of the Synectics Model (p.78). Real-worldapplications and increased confidence in writing ability are compelling reasons to implement Synectics in creative writing.

Ideally, the students should be able to understand about synectic and comparing the word. In fact, they still found difficulties to compare the vocabulary creatively even though the teacher had the way and strategies for them to compare the word.

According to Rachel Billmeyer, Synectics is a strategy for comparing content to an unrelated object. It causes students to think about vocabulary words in creative ways. In a synectic comparison, the brain has to compare two things that aren't usually compared. In addition, the strategy requires the brain to create pictures as it searches for comparisons. As a result, students are more likely to retain the information.

Based on Rachel(2003), students taught to apply the following procedures in using synectics strategy:

1. Identify vocabulary words or content terms.

2. Provide students with words not related to the content. Students may use these words to create their comparisons.

3. Create an example to model the synectic.

4. Share your example with the class. Explain your logic or thinking for the comparison. Give students the opportunity to list additional ways that a comet might be like a toaster.

5. Ask students to create their own comparisons. Students may work in teams or pairs. Allow students to select from the comparison options you've provided or to select their own objects for comparison.

6. Direct students to create a graphic illustration to accompany their synectics.

7. Direct small groups to share their creations with the class.

2.4 Relevant Research

According to Syafi'i, Relevant research is required to observe someprevious researches conducted by other researchers in which they are relevant toour research. Besides, the writer has to analyze what the point that was focusedon, inform the design, finding and conclusion of the previous research. It aims toavoid plagiarism toward the design and finding of previous researcher.

A research from Masda Tumangger dan Tjut Ernidawati

Masda Tumangger dan Tjut Ernidawati conducted a research entitled "Aplication of Synectics Model to improve Students' Speaking ability in Senior High School". This study deals with the application of synectics model to improve students' speaking ability in senior high school. This reserach was conducted by applying Classroom Action Research with two cycles in six meetings. The subject of this study was a class in the second year students of SMA SWASTA NURUL HASANAH. There were 24 students that participated in this research. The The qualitative data were taken from the diary notes, interview sheet, observation sheet, and questionnaire sheet and the quantitative data was taken from the test result and done in a pre test and the two test. The result of of the quantitative data indicate that the score of the students imroved from cycle I to cycle II with a pre-test mean of 45.20, the test of cycle I was 46.79 and the test of cycle II was 77.83. The result of based on the data above, it can be concluded that the application of synectics model was significantly improved students' speaking ability.

A research from Hamidreza Fatemipour, Ph.D and Masoumeh Kordnaeej

Hamidreza Fatemipour, Ph.D and Masoumeh Kordnaeej conducted a research entitled "The title is the effect of Synctics and journal creative writing technique on EFL student' creativity". The study was conducted to determine the effect of utilizing synectics and journal creative writing techniques on the creativity of the students who study English as a foreign language (EFL).The results of the study indicated that both synectics and journaltechniques have significant positive effects on the development of students' creativity.

However,the students who were in the group where the synectics technique was used outperformed theother group, that is, journal group. Moreover, participants had generally positive attitudestoward the notion of synectics technique and showed their willingness to continue synecticstechnique in future. On the other hand, the participants who experienced the journal techniquewere satisfied with the result and stated that it had affected their writing skill positively.

2.5 Operational Concept

In this term, writer would explain briefly about variable of this research. There are two variables used. The first is synectic strategy, the second is writing ability. Synectic strategy is an independents variable that known as X variable and writing ability is a dependent variable that known as Y variable. To avoid misunderstanding and misinterpretation, the writer will classify these variables into some indicators as follows:

The indicator of variable X are as following:

1. The teacher asks the students to identify vocabulary words or content terms.

2. The teacher asks the students to provide students with words not related to the content. Students may use these words to create their comparisons.

3. The teacher asks the students to create an example to model the synectic.

4. The teacher asks the students to share their example with the class. Explain their logic or thinking for the comparison. Give students the opportunity to list additional ways that a comet might be like a toaster.

5. The teacher asks the students to create their own comparisons. Students may work in teams or pairs. Allow students to select from the comparison options you have provided or to select their own objects for comparison.

6. The teacher make direct students to create a graphic illustration to accompany their synectics.

7. The teacher make direct small groups to share their creations with the class.

The indicators of variable Y are as following:

1. The students' able to writegood content of descriptive text.

2. The students' able to make good organization of descriptive text.

3. The students' able to use appropriate vocabulary.

4. The students' able to use correct grammar.

5. The students' able to use correct punctuation and capitalization.

2.6 Assumtion and Hypothesis

2.6.1   Assumption

In teaching writing ability, the writer assumed that the better using synectic strategy of Junior High School 32 Pekanbaru

2.6.2   Hypothesis

2.6.2.1 Hypothesis 1

(Ho) There is no significant effect on students' writing ability pre-test mean scores between an exerimental group and a control group.

(Ha) There is significant effect on students' writing ability pre-test mean scores between an experimental group and a control group.

2.6.2.2 Hypothesis 2

(Ho) There is no significant effectin students' writing ability post-test mean score between an experimental group and a control group of Junior High School 32 Pekanbaru.

(Ha) There is significant effectin students' writing ability post-test mean score between an experimental group and a control group of Junior High School 32 Pekanbaru.

2.6.2.3 Hypothesis 3

(Ho) There is no significant effect in students' writing ability between pre-test and post-test mean score in the experimental group of Junior High School 32 Pekanbaru.

(Ha) There is significant effect in students' writing ability between pre-test and post-test mean score in the experimental group of Junior High School 32 Pekanbaru.

2.6.2.4 Hypothesis 4

(Ho) There is no significant effect in students' writing ability between pre-test and post-test mean score in the control group of Junior High School 32 Pekanbaru.

(Ha)　There is significant effect in students' writing ability between pre-test and post-test mean score in the control group of Junior High School 32 Pekanbaru.